



COVID-19: Risk Assessment Checklist - full opening 1 Sept 2020

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Assessment conducted by:		Job title:		Location	
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Date of assessment:		Review interval:	Half-termly (minimum) See Audit Trail overleaf	Date of next review:	
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Template Version

This template risk assessment checklist has been issued by GEP Academies, the multi-academy trust.

The first version of this template was issued in May (version 1.0), for 1st June 2020 reopening, following COVID-19 Lockdown.

This second template was issued 16th July 2020 (July 20, version 2.0). Changes from the first template are referenced by [REVISED], [NEW], and [REMOVED] in tracked changes version issued to schools. This second version would ideally be used as a whole new risk assessment; or as an addendum to the existing risk assessment.

Related documents

Please note: this risk assessment checklist should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education. At the time of writing it was known that government guidance for September 2020 was still to be issued. Such references are made in blue text to enable school leaders to review this guidance prior to final risk assessment submission/publication before September 2020.

Trust/Local Authority documents:

[GEP Shared Documents/Emergency Planning/C-19 Response](#)

Government guidance:

- [Coronavirus \(COVID-19\): guidance-for-full-opening-schools](#)
- [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- [Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)
- [Actions for schools during the coronavirus outbreak](#)
- [Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
- [Coronavirus \(COVID-19\): guidance for educational settings](#)
- [COVID-19: cleaning in non-healthcare settings](#)

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Audit Trail of SLT Reviews

Review Date	September 2020	November 2020	January 2021			
Updated By	CMc	CMc	KC/CMc			
Key Changes [Reference Number; Key Change]		<p>0.4 (A) STRINGS WILL CONTINUE VIA ZOOM TO LIMIT ADULTS ON SITE – WILL BE DELIVERED USING THIS FORMAT FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER</p> <p>ALL ININDIVIDUAL MUSIC LESSONS CANCELLED FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER</p>	<p>0.2 UPDATED LEARNING OFFER – STAFF MEETING DELIVERED TO AGREE NEW REMOTE LEARNING OFFER IN LINE WITH UPDATED GUIDANCE FROM THE DFE. UPDATED REMOTE LEARNING OFFER SHARED WITH ALL STAFF UPDATE REMOTE LEARNING OFFER AND LETTER DETAILING CHANGES TO THIS SHARED WITH PARENTS ON 7TH JANUARY 2021 ALONGSIDE ONLINE ZOOM PROTOCOLS</p> <p>0.2 (d) UPDATED EXPECTATIONS FOR REMOTE LEARNING OFFER SHARED WITH ALL STAFF DURING STAFF MEETING 6TH JANUARY WITH AGREED PROTOCOLS FOR PROVIDING INDIVIDUALISE FEEDBACK TO CHILDREN</p>			
			<p>0.4 (a) STRINGS AND INDIVIDUAL MUSIC LESSONS CANCELLED UP UNTIL FEBRUARY HALF TERM 2021</p> <p>SINGING TO BE TAUGHT</p>			

			<p>IN GROUPS WITHIN EXISTING BUBBLES. SINGING WILL BE TAUGHT IN AS LARGE A SPACE AS POSSIBLE WITH HIGH CEILINGS WITH WINDOWS OPEN</p> <p>CHILDREN TO BE SIDE BY SIDE WHEN SINGING AND TEACHERS ARE TO ENCOURAGE QUIET SINGING WITH BACKGROUND TRACKS AT A LEVEL THAT WILL NOT PROMOTE LOUDER SINGING AND PROJECTION</p> <p>o.4 (b) PE DELIVERED IN BUBBLE GROUPS WITH ADULTS CLEANING EQUIPMENT AFTER USE. PE LESSONS CAN CONTINUE INDOORS FOR TEAM SPORTS AND PRACTISING TECHNIQUES BUT CONTINUE TO PRIORITISE OUTDOOR SPORT AS MUCH AS POSSIBLE</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events#team-sport-framework</p>			
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		<p>0.4 (B) ALL AFTER SCHOOLL CLUBS CANCELLED FROM THE 2ND NOVEMBER UP UNTIL 2ND DECEMBER IN LINE WITH CURRENT GUIDANCE</p>	<p><u>FACE COVERINGS</u></p> <p>1.1 INCREASED USE OF FACE MASKS ESPECIALLY IN COMMUNAL AREAS.</p> <p>ALL STAFF, VISITORS, PARENTS AND CARERS ENTERING THE SCHOOL PREMISES OR PLAYGROUND MUST WEAR A MASK UNLESS EXEMPT</p> <p>ALL STAFF WORKING WITH SMALL GROUPS OR 1:1 SESSIONS MUST WEAR A MASK. WHEN WORKING LESS THAN A METRE AWAY, ALL STAFF TO REDUCE TIME SPENT WITH CHILD</p> <p>INDIVIDUAL STAFF TO MAKE THE DECISION AS TO THE WEARING OF A FACE MASK WHEN TEACHING IN FRONT OF THE WHOLE CLASS.</p>			
		<p>1.1 / 2.2 FACE COVERINGS TO BE WORN BY ALL STAFF ON THE SCHOOL GATE AND AT COLLECTION AT THE END OF THE DAY</p> <p>FACE COVERINGS TO BE WORN BY EVERYONE, UNLESS EXEMPT, WHEN WORKING 1:1 WITH A CHILD, DURING INDIVIDUAL READING, SMALL GROUP WORK OR WHEN 2M DISTANCE CANNOT BE MAINTAINED</p>	<p>1.2A AND 0.1 A CRITICAL KEY WORKER/VULNERABLE CHILDREN IDENTIFIED AND ORGANISED INTO PHASE GROUP BUBBLES. CHILDREN WILL SIT AT INDIVIDUAL TABLES WITH OWN RESOURCES AND SET PLACES AT LUNCH</p> <p>STAGGERED LUNCH IN THE HALL – KS1 IN HALL FROM 12.15 UNTIL 12.45 AND KS2 IN THE HALL FROM 12.45 UNTIL 1.15</p>			

		<p>1.2 WITH CHILDREN ABLE TO WEAR THEIR PE JUMPER AS AND WHEN THE WEATHER GETS COLDER AND STAFF TO WEAR HOODED JUMPERS IF THEY FEEL NEED TO DO SO TO BE COMFORTABLE</p>	<p>1.14 6 CHILDREN WILL ACCESS HOT LUNCH IN SCHOOL 21 FAMILIES WILL RECEIVE A FOOD PARCEL WHICH WILL NEED TO BE COLLECTED FROM SCHOOL</p>			
		<p>1.8/3.11 KS2 STAFF TO USE THE STAFFROOM FOR BREAK AND LUNCH, WIPING DOWN AREA THEY HAVE USED KS1 STAFF TO HAVE BREAK AND LUNCH IN LIBRARY AREA OR IN OWN CLASSROOM. FACILITIES SET UP IN KS1 OFFICE ROOM SUCH AS FRIDGE, KETTLE</p>	<p>2.4 (E) SHIELDING ADVICE IN PLACE IN ALL TIER 4 AREAS. ALL CHILDREN STILL DEEMED CLINICALLY EXTREMELY VULNERABLE ARE ADVISED NOT TO ATTEND SCHOOL</p> <p>CHILDREN WHO LIVE WITH SOMEONE WHO IS CLINICALLY EXTREMELY VULNERABLE, BUT WHO ARE NOT CLINICALLY EXTREMELY VULNERABLE THEMSELVES, SHOULD STILL ATTEND SCHOOL IN ALL LOCAL RESTRICTION TIER</p>			
		<p>1.5 KS2 AND KS1 STAFF TO SIGN IN AND OUT USING QR CODES IN RESPECTIVE BUILDING TO ENSURE BUBBLE PROTECTION</p>	<p>3.5 JANUARY CLOSURE PHASE BUBBLES TO HAVE STAGGERED BREAK TIMES AND LUNCH TIME</p> <p>KS1 BUBBLE TO HAVE LUNCH AT 12.15 AND REMAIN IN HALL UNTILL 12.45 WITH KS2 IN THE HALLF FROM 12.45 UNTIL 1.15</p>			

			<p>ALL CHILDREN TO REMAIN IN THE SAME SEATS ON THE SAME DESIGNATED TABLES EACH DAY</p> <p>TABLES AND BENCHES TO BE CLEANED BETWEEN EACH BUBBLE LUNCH TIME AND CLEANED AGAIN AT END OF LUNCH</p>			
		<p>3.12 ALL STAFF MEETINGS REVERTING TO ZOOM AS OF 2ND NOVEMBER UNTIL 2ND DECEMBER# ALL STAFF ENCOURAGED TO LEAVE SCHOOL SITE BY 4.30PM</p> <p>WHERE MEETINGS TAKE PLACE BETWEEN PEOPLE FROM DIFFERENT BUBBLES, GOOD ROOM VENTILATION AND A 2M DISTANCE MUST BE MAINTAINED (OR 1-2M WITH FACE COVERING). ANYTHING LESS THAN THIS FOR 15+MINUTES WILL RESULT IN SELF ISOLTATION IF YOUR COLLEAGUE/PUPUL TESTS POSITIVE</p>	<p>7.6 WRAP AROUND CARE TO CONTINUE DURING JANUARY 2021 LOCKDOWN TO ENSURE CRITICAL WORKERS CAN GET TO WORK CHILDREN IN WRAP AROUND CARE WILL BE SEATED IN THEIR EXISTING BUBBLES AND WILL HAVE THE SAME SEAT EACH TIME SANDFIELD WILL NOT BEI HIRING OUT THE PREMISES TO ANY EXTERNAL ORGANISATIONS DURING 2021 LOCKDOWN PERIOD</p>			
		<p>7.6 WRAP AROUND CARE TO CONTINUE DURING NOVEMBER LOCKDOWN AFTERSCHOOL CLUBS INCLUDING BOOGIE PUMPS AND ARTS AND CRAFTS TO BE CANCELLED UNTIL 2ND DECEMBER</p>				



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
0. Delivering a Broad and Balanced Curriculum to all Pupils					
0.1 Bubble Group Organisation (Minimise Contacts; Social Distancing)					
(a) Impossible to meet full capacity, broad and balanced curriculum and approved budget with minimal group size chosen to reduce risk infection [NEW]	M	<ul style="list-style-type: none"> Where staffing, timetables and site logistics allow, pupils are kept in smallest group bubbles possible for lessons and movement around the site e.g. whole class; half the year group; whole year group; Nursery; KS4; KS5. In secondary schools, groups of pupils are timetabled to mix only in groups the size of the year group (or smaller where possible). By approval of the Chairman of the Board, upon evidence of alternative options chosen and scoring of options against risk criteria, bubble groups may exceed year group. Implications of increased risk infection and who would need to self-isolate should someone become ill, should be balanced with the ability to deliver a broad and balanced curriculum to all pupils onsite within balanced budgets approved 	Y	3 bubbles KS1 (90 pupils taught in 3 classes of 30) Year 3 + 4 (60 pupils taught in 2 classes of 30) Year 5 + 6 (60 pupils taught in 2 classes of 30) Staggered break and lunch times Staggered start of finish times (which will not reduce the amount of overall teaching time) Use of different gates – KS1 (side gate) 8:45am KS2 (main gate) – straight in 8:30am One-way systems in operation in KS1 + 2 Use of Seesaw/Tapestry for pupils that need to self-isolate CRITICAL KEY WORKER/VULNERABLE CHILDREN ORGANISED INTO PHASE GROUP BUBBLES. CHILDREN TO SIT AT INDIVIDUAL TABLES WITH OWN RESOURCES AND SET PLACES AT LUNCH STAGGERED LUNCH IN THE HALL – KS1 IN HALL FROM 12.15 UNTIL 12.45 AND KS2 IN THE HALL FROM 12.45 UNTIL 1.15	L
(b) Pupils not reminded of social distancing measures [NEW]	M	<ul style="list-style-type: none"> Staff remind pupils to keep within their group bubble and advise on movement around the site to retain bubble group integrity. Staff remind pupils to keep their distance within groups and not to touch staff – ideally keeping a 2m distance where possible (recognising younger 	Y	Staff meeting held to introduce new September guidance (14.07.20). key message delivered that it is the expectation that all staff keep a social distance from the children they are working with. Discussed the needs of	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
		children/ those with complex needs or close contact care will not be able to do so).		EYFS + SEND pupils who will need will find this difficult and highlighted the need for enhanced hygiene routines.	
0.2 Curriculum Organisation					
(a) Curriculum is broad and balanced, meeting national standards [NEW]	M	<ul style="list-style-type: none"> • Curriculum meets national standards • Agreed new timetable and arrangements confirmed for each year group, to minimise social contacts where possible • From Summer 2021 the full curriculum is taught; in Autumn 2020 and Spring 2021, consider revising the timetable to enable best opportunities for catch-up. 	Y	<p>During staff meeting (14.07.20) expectation shared on the need for all phase groups to offer a full, broad and balanced curriculum. English and Maths led shared expectations of what this will look like in the first half term back.</p> <p>Outline shared with all staff on the first 7 days - recovery curriculum + creating a learning buzz and then each phase group to be on time table for all subjects.</p> <p>Subjects leads will be given time in the autumn term to align and refresh their expectation for their subjects delivery in light of changes to ensure learning gaps our filled.</p>	L
(b) Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened [EXISTING]	M	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Y	<ul style="list-style-type: none"> • Classteachers know in advance the engagement of home learning during period not attending school. Pupils with lower engagement will be seated in the front of the class • Summer term PIRA / PUMA testing to be the week before after half term – so gaps are identified. • Use of data and classteacher observations to ensure that a plan is made for each child to ensure gaps in learning are covered • Use of Seesaw to supplement learning in class in terms of consolidation or learning new skills. These tasks can be set as additional learning for these children. 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none"> Pupil Progress meetings to be held after autumn half time with phase learner, classteacher and SENCO and plans put in place for specific children to support their wellbeing and academic success UPDATED LEARNING OFFER – STAFF MEETING DELIVERED TO AGREE NEW REMOTE LEARNING OFFER IN LINE WITH UPDATED GUIDANCE FROM THE DFE. UPDATED REMOTE LEARNING OFFER SHARED WITH ALL STAFF UPDATE REMOTE LEARNING OFFER AND LETTER DETAILING CHANGES TO THIS SHARED WITH PARENTS ON 7TH JANUARY 2021 ALONGSIDE ONLINE ZOOM PROTOCOLS 	
(c) Pupils regularly attending more than one setting do not receive a broad and balanced curriculum [NEW]		<ul style="list-style-type: none"> The school collaborates with other providers to ensure pupils receive a broad and balanced curriculum (when attending on a part-time basis if dual registered), whilst considering the system of controls 	N/A	<ul style="list-style-type: none"> All pupils attending only Sandfield 	
(d) Poor provision for pupils learning offsite, whilst peers learn onsite [NEW]	L	<ul style="list-style-type: none"> Offsite learning provision is thought through for those pupils not attending classes alongside peers (e.g. due to self-isolation) Engagement levels of offsite learners are monitored 	Y	<ul style="list-style-type: none"> Expectations of using Tapestry and Seesaw very clear to all classteachers Classteachers to set 1 maths, 1 English, 1 foundation (linked to timetable), Reading, and tables (TTRS) daily for all pupils missing out on school due to self-isolation. Pupils to follow the same learning opportunities planned for the rest of the class UPDATED EXPECTATIONS FOR REMOTE LEARNING OFFER SHARED WITH ALL STAFF DURING STAFF MEETING 6TH JANUARY WITH 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
				AGREED PROTOCOLS FOR PROVIDING INDIVIDUALISE FEEDBACK TO CHILDREN	
(e) Educational visits do not comply with changing guidance [NEW]	L	<ul style="list-style-type: none"> From Autumn 2020, non-overnight domestic educational visits (incl preparation for adulthood visits for pupils with SEND) can resume, following the usual risk assessment process Full risk assessments are conducted for all visits, including consideration of existing group bubble integrity, local venue COVID-secure measures and wider advice on visiting indoor and outdoor venues 	Y	<ul style="list-style-type: none"> EVOLVE lead (KC) to ensure all visits follow exact and current guidance using the latest Gov.uk guidance and SOLD. Latest guidance to be shared with staff in the autumn term 2020 	L
0.3 Curriculum Expectations by Key Stage					
EYFS: risk that DfE expectations are not met [NEW]	L	<ul style="list-style-type: none"> Nursery: focus on prime areas of learning including: communication and language, personal, social and emotional development (PSED) and physical development. Reception: assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Consider how all groups of children can be given equal opportunities for outdoor learning. Consider whether the school wishes to sign up to Reception Baseline Assessment early adopter year in 2020 to 2021 Follow updates to the EYFS disapplication guidance. 	Y	<ul style="list-style-type: none"> EYFS will follow the full EYFS curriculum as laid out in current framework https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 EYFS to carry out their own baseline assessments as children enter and begin to fill out observations on Tapestry linked to Early Learning goals 	L
KS1 & 2: risk that DfE expectations are not met [NEW]	M	<ul style="list-style-type: none"> Prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. Broad curriculum, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. Prepare for statutory key stage assessments in 2021 (the phonics screening check, key stage 1 tests and teacher assessment, the year 4 multiplication tables check, key stage 2 tests and teacher assessment, statutory trialling), as per usual Consider awaited DfE guidance re phonics screening check in year 2) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) 	Y	<ul style="list-style-type: none"> Staff meeting (14.07.20) shared teaching and learning expectations, which focused on the importance of reading, daily phonic groups, basic maths and vocabulary (use of school Word Aware strategy). Subject leads to review planning cycle 2, to ensure their subject is taught in full and aligns to the year group skills and progression documents of each subject. All staff aware of in year assessments to take place next year + year 2 staff will follow guidance for the year 2 phonic screening check. 	L
KS3: risk that DfE expectations are not met [NEW]		<ul style="list-style-type: none"> Years 7-9: Broad curriculum, so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, 	NA	<ul style="list-style-type: none"> 	

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		the arts, physical education/sport, religious education and relationships, sex and health education. <ul style="list-style-type: none"> Year 7: address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum, as deemed necessary 			
KS4: risk that DfE expectations are not met [NEW]		<ul style="list-style-type: none"> Assess the need for extra support to catch up on any content missed; the school curriculum may be less flexible given the requirements of qualification specifications. Year 10: review plans for early entry among year 10 pupils in summer 2021, where deemed appropriate to defer. Year 11: only in exceptional circumstances, a year 11 pupil may discontinue an examined subject where the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics. Keep informed by ongoing assessment of a pupil's progress and wellbeing Discuss future exam decisions with pupils and parents Enable pupils entered in summer 2020 exam series to retake exams in Autumn 2020, in line with guidance; consider space and timetable implications Consider awaited outcome of Ofqual consultation on adaptations to GCSE exam series Summer 2021 	NA	<ul style="list-style-type: none"> 	
KS5: risk that DfE expectations are not met [NEW]		<ul style="list-style-type: none"> Assess the need for extra support to catch up on any content missed; the school curriculum may be less flexible given the requirements of qualification specifications. Year 12 & 13: Only for rare, specific cases will a KS5 examined subject be dropped, considering this will significantly limit choices for further study and employment. Keep informed by ongoing assessment of a pupil's progress and wellbeing Discuss future exam decisions with pupils (and parents as appropriate) Enable pupils entered in summer 2020 exam series to retake exams in Autumn 2020, in line with guidance; consider space and timetable implications Consider awaited outcome of Ofqual consultation on adaptations to AS and A level exam series Summer 2021 	NA	<ul style="list-style-type: none"> 	
0.4 Subject-Specific Considerations					
(a) Music: risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting [NEW]	M	<ul style="list-style-type: none"> Consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Consider awaited more detailed DfE guidance re music. 	Y	<ul style="list-style-type: none"> Expectation shared with all staff on classroom layout (17.07.2020) of children facing the front and rooms being well ventilated. RGS Strings scheme to teach 15 children in hall, following social distance, enhanced hygiene, no 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • 		<p>sharing of instruments and to ensure hall is well ventilated.</p> <p>STRINGS WILL CONTINUE VIA ZOOM TO LIMIT ADULTS ON SITE – WILL BE DELIVERED USING THIS FORMAT FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER</p> <ul style="list-style-type: none"> • ALL INDIVIDUAL MUSIC LESSONS CANCELLED FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER • STRINGS AND INDIVIDUAL MUSIC LESSONS CANCELLED UP UNTIL FEBRUARY HALF TERM 2021 • SINGING TO BE TAUGHT IN GROUPS WITHIN EXISTING BUBBLES. SINGING WILL BE TAUGHT IN AS LARGE A SPACE AS POSSIBLE WITH HIGH CEILINGS WITH WINDOWS OPEN • CHILDREN TO BE SIDE BY SIDE WHEN SIGNING AND TEACHERS ARE TO ENCOURAGE QUIET SINING WITH BACKGROUND TRACKS AT A LEVEL THAT WILL NOT PROMOTE LOUDER SINGING AND PROJECTION 	
<p>(b) Physical activity: increases risk of infection [NEW]</p>	M	<ul style="list-style-type: none"> • Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. • Outdoor sports are to be prioritised where possible. • Large indoor spaces used (where outdoor not possible), maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. • External facilities are used in line with government guidance for the use of, and travel to and from, those facilities. • Schools may refer to the following advice: 	Y	<ul style="list-style-type: none"> • Outdoor physical activity key as part recovering curriculum and beyond to build stamina of pupils. Extra lunchtime coaching for each class. • Swimming for KS2 cancelled for both autumn and spring terms. • Summer term to be booked in line with current guidance. • ALL AFTER SCHOOLL CLUBS CANCELLED FROM THE 2ND 	L

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		<p>guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust</p>		<p>NOVEMBER UP UNTIL 2ND DECEMBER IN LINE WITH CURRENT GUIDANCE</p> <ul style="list-style-type: none"> • PE DELIVERED IN BUBBLE GROUPS WITH ADULTS CLEANING EQUIPMENT AFTER USE. • PE LESSONS CAN CONTINUE INDOORS FOR TEAM SPORTS AND PRACTISING TECHNIQUES BUT CONTINUE TO PRIORITISE OUTDOOR SPORT AS MUCH AS POSSIBLE <p>https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events#team-sport-framework</p>	
0.5 Remote Education Contingency					
(a) Contingency Plans for remote education (in case of local outbreak), are not in place by the end of September [NEW]	L	<ul style="list-style-type: none"> • Commitment to the preparation of contingency plans for remote education will be submitted to the Exec for review by end of September and Education Committee October 2020. • Plans to meet expectations of <ul style="list-style-type: none"> - Meaningful and ambitious work each day in different subjects - Planned and well sequenced curriculum, delivered by school teacher, resources/video - Frequent clear explanations of new content - Progression gauged and work checked - Pace able to be adjusted - Programme same length as in-school teaching time, ideally including daily teacher contact time. • Assess and data protection and safeguarding considerations for online solutions. • Consider awaited DfE temporary continuity direction for autumn 2020, re remote education. 	Y	<ul style="list-style-type: none"> • Staff expectations clear on the setting of home learning tasks and content. (UPDATED IN JANUARY 2021) • Classteachers to set 1 maths, 1 English, 1 foundation (linked to timetable), Reading, and tables (TTRS) daily for all pupils. • Pupils to follow the learning opportunities as planned in cycle 2 of the Sandfield curriculum • Learning platforms follow clear data protection guidance for pupils, their families and teachers. 	L
(b) Inability for pupils to access remote education from home, where	M	<ul style="list-style-type: none"> • Assess pupil access to suitable device and internet connectivity from within the home 		<ul style="list-style-type: none"> • Re-send parental/carers survey in September regarding access to IT devices and internet 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
electronically delivered [NEW]		<ul style="list-style-type: none"> • Access funds/devices from in school, DfE-funded or donated, where can, to enable home access; work with GEP IT Network Team, to deliver home access • Provide alternate curriculum delivery method where online access is not available within the home. 		<ul style="list-style-type: none"> • As before allocate school laptops to families • As before – purchase of 4G boxes to families if required (100% of Sandfield pupils had access to home learning platforms) 	

1. Establishing a systematic process of full opening, including social distancing, where possible

1.1 Net capacity

(a) Full capacity of the school puts required social distancing measures at risk [NEW]	M	<ul style="list-style-type: none"> • Teachers are able to maintain 2m social distancing from pupils in available teaching or meeting spaces, where possible (recognising younger children/ those with complex needs or close contact care will not be able to do so). • Adults are able to remain 2m social distancing where possible from each other when teaching/working across bubble groups • 	Y	<p>Staff meeting held to introduce new September guidance (14.07.20). key message delivered that it is the expectation that all staff keep a social distance from the children they are working with. Discussed the needs of EYFS + SEND pupils who will need will find this difficult and highlighted the need for enhanced hygiene routines.</p> <p>FACE COVERINGS TO BE WORN BY ALL STAFF ON THE SCHOOL GATE AND AT COLLECTION AT THE END OF THE DAY</p> <p>FACE COVERINGS TO BE WORN BY EVERYONE, UNLESS EXEMPT, WHEN WORKING 1:1 WITH A CHILD, DURING INDIVIDUAL READING, SMALL GROUP WORK OR WHEN 2M DISTANCE CANNOT BE MAINTAINED</p> <p><u>UPDATE FACE COVERING GUIDANCE SHARED WITH ALL STAFF ON 4TH JANUARY 2021</u></p> <p>INCREASED USE OF FACE MASKS ESPECIALLY IN COMMUNAL AREAS.</p> <p>ALL STAFF, VISITORS, PARENTS AND CARERS ENTERING THE SCHOOL PREMISES OR</p>	L
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
				<p>PLAYGROUND MUST WEAR A MASK UNLESS EXEMPT</p> <p>ALL STAFF WORKING WITH SMALL GROUPS OR 1:1 SESSIONS MUST WEAR A MASK. WHEN WORKING LESS THAN A METRE AWAY, ALL STAFF TO REDUCE TIME SPENT WITH CHILD</p> <p>INDIVIDUAL STAFF TO MAKE THE DECISION AS TO THE WEARING OF A FACE MASK WHEN TEACHING IN FRONT OF THE WHOLE CLASS.</p>	
1.2 Organisation of teaching spaces					
<p>(a) Classrooms not adapted to minimise infection [REVISED]</p>		<ul style="list-style-type: none"> • Classrooms re-modelled, with chairs and desks in place to allow for social distancing with adults, as appropriate. • Clear signage displayed in classrooms promoting social distancing. • Where comfortable for occupants, windows are opened to assist ventilation • In primary schools, classes stay together with their teacher/assigned staff and do not mix with other pupils where possible from day-to-day (consistent 'bubbles' of staff and children). • In secondary schools, the year group stays together and does not mix with other pupils where possible. (consistent 'bubbles' of children; minimal rotation of specialist staff) 	<p>Classrooms to be set up before children return</p>	<ul style="list-style-type: none"> • Year R + Year 1 – EYFS set up – activities set up on tables and pupils moving from activity to activity • Enhanced hygiene procedures in places - hand washing / hand sanitisers when children move from table to table • Years 2 – 6 – all children seated forward facing • 2m space allocated around the teacher's desk • Windows and doors propped open for increased ventilation WITH CHILDREN ABLE TO WEAR THEIR PE JUMPER AS AND WHEN THE WEATHER GETS COLDER AND STAFF TO WEAR HOODED JUMPERS IF THEY FEEL NEED TO DO SO TO BE COMFORTABLE <p>JANUARY LOCKDOWN 2021 CRITICAL KEY WORKER/VULNERABLE CHILDREN ORGANISED INTO PHASE GROUP BUBBLES. CHILDREN WILL SIT AT</p>	<p>L</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
				INDIVIDUAL TABLES WITH OWN RESOURCES AND SET PLACES AT LUNCH	
(b) Shared classroom equipment difficult to clean [REVISED]	L	<ul style="list-style-type: none"> • Unnecessary items are removed from classrooms to maximise space available • Resources shared within a bubble (e.g. toys and games) and frequently touched surfaces are cleaned regularly. • Items that are hard to clean (soft toys, soft furnishings and toys) are removed from circulation • Prevent sharing of stationery • Shared equipment and resources <u>between</u> group bubbles (sports, art and science equipment) should be cleaned meticulously between group bubbles or rotated to allow them to be left unused and out of reach for 48 hours (72 hour for plastic) 	Y	<ul style="list-style-type: none"> • All unnecessary items removed and stored from classrooms • Children to have own equipment stored on their desks • Equipment to be shared only between phase bubble groups and cleaned in between different classes within that bubble • EYFS/year 1 – frequent cleaning of play equipment. • Soft toys removed 	L
(c) Use of large spaces, for example as classrooms [REVISED]	L	<ul style="list-style-type: none"> • Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching • Large gatherings prohibited. • Design layout and arrangements in place to enable contact minimisation/social distancing. 	Will be in September	<ul style="list-style-type: none"> • Hall used for lunchtimes on a year group rotation, with tables cleaned in between each different group of children 	L
(d) Resources bought on site are not infection free [NEW]	L	<ul style="list-style-type: none"> • Pupils limit the amount of equipment they bring onsite to essentials (e.g. lunch boxes, hats, coats, books, stationery, mobile phones, bags, PE kits) • Staff and pupils only take books and shared resources home that contribute to pupil education and development • Cleaning of resources, hand cleaning and rotation are considered for any returning resources 	Y	<ul style="list-style-type: none"> • In letter to parents – children are requested to bring in only their pencil case, water bottle, hat, coat • For days when children are doing sport - children to come in the PE kit 	L
1.3 Availability of staff					
(a) The number of staff who are available is lower than that required to teach classes in school and operate effective home learning [REVISED]	L	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Staff members who have not yet returned to site are (re)assessed for return in September 2020 following changes to government guidance over the summer. (GEP C-19 Staff Work Assessment Form can be used; July template) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online or perform other duties from home • Flexible and responsive deployment of all staff, based on the operational needs of the school and staff circumstances, in line with requirements of regulated activity • Flexible and responsive use of suitably skilled/experienced/trained teaching assistants and pastoral staff to supervise classes, in line with legislation and funding agreements. • Deployment of NQTs and ITT trainees, in line with guidance and legislation. 	Y	<ul style="list-style-type: none"> • All staff expected to return in September • GEP HR letter emailed to all staff • All staff have been encouraged to consult their GP if they are unsure about any pre-existing medical condition before returning to school to work • Staff to provide evidence of shielding letter or fitness to work by GP • Safeguarding evidence shared with all adults on site 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> External support (e.g. supply staff, curriculum consultants, volunteers), continues to be employed, within usual safeguarding guidelines, where appropriate for curriculum delivery Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised where onsite provision is not possible, upon consultation with the academy trust. 			
1.4 Prioritising provision					
(a) Provision is not offered for onsite and offsite [REVISED]	L	<ul style="list-style-type: none"> Plans are in place to meet the learning needs of the children who are outside of the pupils attending school. Pastoral and SEND support is deployed wherever possible to support prioritised pupils, as usual. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. 	Y	<ul style="list-style-type: none"> Use of learning platforms if children are not attending school Inclusion team to work closely with the families to ensure pupils needs are meet in terms of mental wellbeing and academic Use of outside agencies to support families when needed 	L
1.5 The school day					
(a) The start and end of the school day create risks of breaching social distancing guidelines [REVISED]	L	<ul style="list-style-type: none"> Start and departure times are staggered, where possible. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups where possible. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. (Parents and pupils) Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. 	Y	<ul style="list-style-type: none"> KS1 entry 8:45 – depart 3:15 KS2 entry 8:30 – depart 3:00 Use of different gates to create a one-way system (as before) Children go straight into class – no adults to remain in playground Arrows and signs remain in place to signpost one-way systems KS2 AND KS1 STAFF TO SIGN IN AND OUT USING QR CODES IN RESPECTIVE BUILDING TO ENSURE BUBBLE PROTECTION PHASE GROUP BUBBLES STAGGERED DROP OFF AND COLLECTION TIMES WITH SIBLINGS ARRIVING FROM 8.30 	L
(b) Face Coverings are not safely removed and stored upon arrival [NEW]	L	<ul style="list-style-type: none"> Pupils and staff are made aware of how to remove and store face coverings safely Bins are available for disposal and where possible, plastic bags are available for safe storage. 	Y	<ul style="list-style-type: none"> Staff training (19.05.20) which showed how to put on and take off PPE Lidded PPE bins still in place around the school site 	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
1.6 Planning movement around the school					
(a) Movement around the school risks breaching social distancing guidelines or bubble group integrity [REVISED]	L	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Access rooms from outside where possible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, although groups can pass briefly in corridors/playgrounds. • Lesson change overs are staggered if possible to avoid overcrowding. • Appropriate duty rota and levels of supervision are in place. 	Y	<ul style="list-style-type: none"> • Circulation and on-way systems in place and will be reviewed where necessary • Tables set out in KS2, define the passage of movement within the building. Arrows on floor remind all of direction. • Clear signage for exits and entrances visible • Bubble group timetable to ensure staggering of outside space for lessons, breaks and lunch • All pupils to be fully briefed and information sent home beforehand • All rotas and supervision are in place and individuals assigned accordingly. 	L
1.7 Curriculum organisation [EXPANDED – See Section 0]					
1.8 Staff workspaces					
(a) Staff rooms and offices do not allow for observation of social distancing guidelines [REVISED]	L	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, to reduce social contact • Where comfortable for occupants, windows are opened to assist ventilation 	Completed before children return	<ul style="list-style-type: none"> • Furniture and chairs spaced apart in alignment with social distancing • KS2 STAFF TO USE THE STAFFROOM FOR BREAK AND LUNCH, WIPING DOWN AREA THEY HAVE USED • KS1 STAFF TO HAVE BREAK AND LUNCH IN LIBRARY AREA OR IN OWN CLASSROOM. FACILITIES SET UP IN KS1 OFFICE SUCH AS FRIDGE, KETTLE 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
1.9 Managing the school lifecycle					
(a) Pupils moving on to the next phase in their education do not feel prepared for the transition [REVISED]	L	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils; onsite tours by appointment, as required. • Online and/or small group (less than 30), onsite induction/integration sessions for pupils and parents are planned, as required. 	Y	<ul style="list-style-type: none"> • Transition work all in place for pupils returning or starting at Sandfield • Transition work completed for those year 6 pupils starting their secondary schools • New Intake transition days 20 – 21st July undertaken 	L
1.10 Governance and policy					
(a) Trustees are not fully informed or involved in making key decisions [REVISED]	L	<ul style="list-style-type: none"> • Online meetings are held regularly with Trustees and GLAC chairs Held centrally. • Governors are briefed regularly on the latest government guidance and its implications for the school. • This risk assessment checklist is available for review 	Y	<ul style="list-style-type: none"> • Agreed list of governors meetings planned for the next academic year 	L
1.11 Policy review					
(a) Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	L	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. 		<ul style="list-style-type: none"> • All policies updated in light of new guidance – Safeguarding, behaviour • Policies shared with all staff and governors 	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
1.12 Communication strategy					
(a) Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health [REVISED]	L	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors/ • Other partners • Cleaners GEP Responsibility <ul style="list-style-type: none"> • Trustees • GEP central Team • Local authority GEP Central • Regional Schools Commissioner • Caterers 	Y	<ul style="list-style-type: none"> • Weekly Zoom staff meetings to share updates and information • In school staff meeting to share information for full opening in September (14.07.20) PP sent to GEP • Weekly updates sent to parents and letters informing as much as possible about school opening • All updates and letters sent to Governors to keep them updated • KC to phone GEP (JM/AR) for support as and when and to keep the GEP fully informed • Regular Zoom GEP heads meetings to share information and good practice • TC/NO liaises with cleaners and ensures quality control 	L
1.13 Staff induction and CPD					
(a) Staff are not trained in new procedures, leading to risks to health	L	<ul style="list-style-type: none"> • A communication / addendum to staff handbook issued to all staff prior to reopening. • Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management 	Y	<ul style="list-style-type: none"> • Resources available to all staff on shared drive on the PP shared with all staff on the full re-opening in September • 1st September INSET information shared on updated fire safety, reminders on our behaviour policy, safeguarding and risk management 	L
(b) New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting. 	Y	<ul style="list-style-type: none"> • Resources available to all staff on shared drive on the PP shared with all staff on the full re-opening in September • No new staff due to start 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
1.14 Free school meals					
(a) Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school [REVISED]	L	<ul style="list-style-type: none"> A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school, in line with government guidance. 	Y	<ul style="list-style-type: none"> Admin officer has already ordered + sent FSM vouchers to families for the summer Families confirmed they now have these vouchers <p>JANUARY 2020 CLOSURE 6 CHILDREN WILL ACCESS HOT LUNCH IN SCHOOL 21 FAMILIES WILL RECEIVE A FOOD PARCEL WHICH WILL NEED TO BE COLLECTED FROM SCHOOL</p>	L
1.15 Risk assessments					
(a) Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading compromising social contact/distancing and hygiene measures. [REVISED]	L	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used Headteachers take responsibility to review this risk assessment regularly with SLT (at least half termly) and ensure the latest updated assessment, with an audit trail of updates made, is available for school staff via GEP Shared documents. 	Y	<ul style="list-style-type: none"> Our Sandfield risk assessment is a live document, which will be constantly reviewed to ensure there are no breaches. Risk assessment also reviewed in light of changes to government guidance 	L
(b) Risks are not comprehensively reassessed for Autumn20 return under C-19 guidance [NEW]	M	<ul style="list-style-type: none"> All schools' wider risk assessments have been reviewed, revised and recommunicated, considering the need for relevant revised controls in respect of their conventional risk profile with implications of coronavirus (COVID-19). Sensible and proportionate control measures are implemented, which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level. This includes <ul style="list-style-type: none"> Specialist teaching risk assessments Medical risk assessment All other risk assessments 	Partially met	<ul style="list-style-type: none"> Vulnerable / SEND pupils to have separate risk assessment to support their safe return to school Inclusion team to work with families and children to understand the risks and how the school plans to support them 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
(c) Arrangements are not in place to monitor that the controls are: effective; working as planned; updated appropriately considering any issues identified and changes in public health advice [NEW]	M	<ul style="list-style-type: none"> Schools have a maintained list of risk assessments A risk assessment reviewer/owner has been identified for each risk assessment to review risk on an ongoing basis Live risk assessments are available for all to read (via GEP Shared Documents) 	Y	<ul style="list-style-type: none"> Risk assessment also reviewed in light of changes to government guidance Live risk assessment available on GEP shared document 	L
(d) Schools fail to meet Health & Safety Executive (HSE) and equalities duties re staff involvement [NEW]	M	<ul style="list-style-type: none"> H&S Committee (with union representation, where appropriate) have reviewed risk assessment Schools involve staff in the process of developing measures to put in place – by enabling access to the risk assessment and feedback Headteachers should recognise concerns raised during consultation and give them proper consideration. This GEP Risk Assessment (Checklist), is published on each schools Coronavirus web-page, prior to 1st September [HSE requirement] 	Y	<ul style="list-style-type: none"> Headteacher to ensure risk assessment is completed and shared with all staff 	L
1.16 School transport					
(a) Changes to LA transport /bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times [REVISED]		<ul style="list-style-type: none"> The details of how pupils will travel to and from school are known. Records are kept of pupils travelling by dedicated transport, for test and trace purposes, as this is a consistent bubble group Effective liaison with bus companies and Local Authorities is used as a basis for planning staggered start and departure times. 	N/A	<ul style="list-style-type: none"> 	
(b) Children (and staff), fail to use face covering on public transport or other control measures [NEW]		<ul style="list-style-type: none"> Reinforce use of face coverings in public transport for staff and secondary pupils Signpost that families using public transport should refer to the safer travel guidance for passengers. 	N/A	<ul style="list-style-type: none"> 	
(c) Reliance on congested transport means pupils and staff cannot attend punctually [NEW]	LOW	<ul style="list-style-type: none"> Pupils and staff are encouraged to walk or cycle to school where possible The school provides the Local Authority with information as requested to assist traffic demand management 	N/A	<ul style="list-style-type: none"> 	
1.17 Attendance					
(a) Attendance is low [NEW]	HIGH	<ul style="list-style-type: none"> Schools reinforce to parents that school attendance is mandatory - it is parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age Schools record attendance, as per (evolving) DfE requirements 	Y	<ul style="list-style-type: none"> Letter sent out to all parents informing them about attendance now being mandatory (17.07.20) 	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> Schools follow up absence, develop plans for re-engagement of low attendance pupils, including social worker contact where necessary. Schools consider all available resources to secure attendance e.g. use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding Schools consider the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct, but do not penalise absence where children to attend school as parents are following clinical and/or public health advice. Schools discuss pupil/parental concerns and provide reassurance of the measures they are putting in place to reduce the risk in school and encourage attendance 		<ul style="list-style-type: none"> Pupil attendance to be completed on Sims morning and afternoon Inclusion team to work closely with families where attendance is an issue and offer support where needed to ensure the pupil attends school Inclusion team to involve outside agencies if required to support families EWO to be consulted if attendance is an issue and actions put in place 	
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
(a) Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	L	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. 	Y	<ul style="list-style-type: none"> Tom Carrol (GEP premise) has responsibility for ensuring all cleaning staff are clear on their role in line with government guidance NO able to complete enhanced clean of whole school, inside and out, supported by cleaning staff employed 	L
(b) Shared areas are not cleaned on a regular basis [NEW]	L	<ul style="list-style-type: none"> Cleaning schedules are maintained by staff and cleaners for shared areas, visible to all. 	Y	<ul style="list-style-type: none"> Tom Carrol (GEP premise) has responsibility for ensuring all cleaning staff are clear on their role in line with government guidance 	L
2.2 Respiratory hygiene and handwashing					
(a) Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency [EXISTING]	L	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	<ul style="list-style-type: none"> Audit undertaken and extra hand sanitisers, paper towels, soap and cleaning materials purchased (TC/NO to oversee) 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action comments	Residual risk rating (H/M/L)
(b) Pupils forget to wash their hands regularly and frequently [EXISTING]	L	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	<ul style="list-style-type: none"> All staff very aware of this Posters and handwashing regime displayed in all teaching areas 	L
(c) Regularity of handwashing does not meet specified guidelines [NEW]	L	<p>Sufficient hand washing/sanitiser 'stations' available for the following circumstances</p> <ul style="list-style-type: none"> arrival at school when pupils return from breaks when changing rooms before and after eating 	Y	<ul style="list-style-type: none"> Poster in each class / area informing the children of when they wash their hands 	L
(d) Hand sanitiser ingestion [NEW]	L	<ul style="list-style-type: none"> Sanitisers which dispense large quantities are under supervision (or inaccessible when not supervised) Unsupervised hand sanitisers dispense small quantities. 	Y	<ul style="list-style-type: none"> Adults monitor use of hand sanitiser in all areas of the school 	L
(e) Respiratory transmission through coughing/sneezing [NEW]	L	<ul style="list-style-type: none"> "Catch it, kill it, bin it" posters are displayed Individuals are encouraged to use sleeves or tissues and bins where available across the school site. 	Y	<ul style="list-style-type: none"> Poster displayed around school and in every class Tissues and lidded bins available in every class 	L
(f) Misuse of face coverings leads to transmission and/or impaired communication [NEW]	L	<ul style="list-style-type: none"> Any staff member <u>required</u> to use a face covering is trained in doing so. Any staff member or pupil <u>electing</u> to use a face covering is ideally sign-posted to relevant training. School leaders/personnel should ideally discuss with those electing to wear face coverings in the school setting the benefits and risks of doing so, to minimise risk of transmission and ensure education is not impacted through negative effects on communication. 	Y	<ul style="list-style-type: none"> PPE training given to all staff (20.05.20) Information posters of how to use PPE in each classroom and office in school with a pack of PPE equipment Discussions with head teacher / class teacher for those staff or pupils that choose to wear a face mask at school FACE COVERINGS TO BE WORN BY ALL STAFF ON THE SCHOOL GATE AND AT COLLECTION AT THE END OF THE DAY FACE COVERINGS TO BE WORN BY EVERYONE, UNLESS EXEMPT, WHEN WORKING 1:1 WITH A CHILD, DURING INDIVIDUAL 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
				READING, SMALL GROUP WORK OR WHEN 2M DISTANCE CANNOT BE MAINTAINED	
2.3 Clothing/fabric					
The use of fabric chairs may increase the risk of the virus spreading	L	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. [Necessity of guidance to be verified] 	Y	<ul style="list-style-type: none"> No fabric chairs in for pupils Fabric chairs are for individual class teachers in classrooms NO will disinfect teacher fabric chairs frequently 	L
2.4 Testing, tracing and managing symptoms					
(a) School leadership are not aware of their responsibilities under the NHS Test and Trace programme [NEW]	M	<ul style="list-style-type: none"> The same day they are aware someone who has tested positive for coronavirus, schools contact the local healthcare protection team (0344 225 3861 Surrey and Sussex Health Protection Team South East). https://www.gov.uk/health-protection-team Where schools have an overall rise in sickness absence where coronavirus (COVID19) is suspected, the local healthcare protection team are contacted. Leaders document the case scenario and actions advised by local healthcare, informing local SLT and GEP executive that same day. 	Y	<ul style="list-style-type: none"> School leaders all aware of any updated test and trace guidance School leaders are aware of next steps if a COVID-19 case is suspected at school Test and trace information shared with all staff and families Test and trace posters displayed on school site 	L
(b) Staff, pupils and parents are aware of their responsibilities under the NHS Test and Trace programme [NEW]	M	<ul style="list-style-type: none"> Staff, pupils and parents have been made aware of 4 responsibilities under the NHS Test and Trace Programme (booking a test, providing details of close contacts, self-isolating, communicating test result outcome the day it is received) 	Y	<ul style="list-style-type: none"> Test and trace information shared with all staff and families Letter sent out to parent (17.07.20), 	L
(c) Schools do not retain records that enable close contacts to be identified	M	<ul style="list-style-type: none"> Timetables and changes are maintained Schools maintain records of dedicated transport usage by pupils Identified bubble breaches are recorded in a way that support test and trace and is not overly burdensome e.g. through pupil behaviour logs and/or staff/visitor identification of staff/pupil mixing of groups 	Y	<ul style="list-style-type: none"> School timetables are adhered to and attendance records of pupils, staff and visitors are accurately recorded 	
(d) Testing is not used effectively to help manage staffing levels and support staff wellbeing	M	<ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Post-testing support is available for staff through the school's health provider. 	Y	<ul style="list-style-type: none"> Guidance explained to all staff (17.07.20) 	L
(e) Infection transmission within school due to staff/pupils (or members of	M	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	<ul style="list-style-type: none"> All guidance shared with staff and families, including updates Information posters displayed around the school for anyone 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action comments	Residual risk rating (H/M/L)
their household) displaying symptoms [REVISED]		<ul style="list-style-type: none"> • Daily records kept of staff/pupil whereabouts for track and trace purposes including mobile staff e.g. SLT, caretaker, home-school link worker) • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust (local authority and DfE, as required). • There is clear sign-posting of where tests can be obtained from (online/telephone booking); government provided supplies of home-testing kits are offered where it is thought that this will significantly increase the likelihood of an individual getting tested 		<p>showing symptoms of COVID 19 will be displayed around school and shared with all staff and families</p> <p>SHIELDING ADVICE IN PLACE IN ALL TIER 4 AREAS. ALL CHILDREN STILL DEEMED CLINICALLY EXTREMELY VULNERABLE ARE ADVISED NOT TO ATTEND SCHOOL</p> <p>CHILDREN WHO LIVE WITH SOMEONE WHO IS CLINICALLY EXTREMELY VULNERABLE, BUT WHO ARE NOT CLINICALLY EXTREMELY VULNERABLE THEMSELVES, SHOULD STILL ATTEND SCHOOL IN ALL LOCAL RESTRICTION TIER</p>	
(f) Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 [REVISED]	M	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • SLT are aware their communication responsibilities to GEP Head Office • Pupils are not required to produce negative test results or medical evidence upon return to school 	Y	<ul style="list-style-type: none"> • Clear procedures followed and shared with all staff and families, following government guidance, if any pupil or staff member show symptoms of COVID • Information and updates shared with all staff • SLT will report any cases to GEP head office + health protection team 	L
(g) Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	M	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	<ul style="list-style-type: none"> • Clear procedures followed and shared with all staff and families, following government guidance, if any pupil or staff member show symptoms of COVID 	L
(h) Data protection breach [NEW]	M	<ul style="list-style-type: none"> • Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others, or other legal basis (e.g. consent) 	Y	<ul style="list-style-type: none"> • Staff understand and follow this protocol 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
(i) Local outbreak is not managed [NEW]	M	<ul style="list-style-type: none"> Schools continue to work with local public health where an outbreak may be suspected and advising SLT and GEP executives accordingly. 	Y	<ul style="list-style-type: none"> School will work closely with the local public health and GEP if an outbreak occurs 	L
2.5 First Aid/Designated Safeguarding Leads					
(a) The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk [REVISED]	M	<ul style="list-style-type: none"> First Aid certificates from 20 March extended for three months by government, with requalification required by 30 September. A programme for training additional staff is in place, where deemed necessary. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. 	Y	<ul style="list-style-type: none"> Sandfield has 2 DSLs and at least one of these will be on site Staff First aiders identified and on site daily 	L
(b) Backlog of safeguarding or welfare concerns are not addressed [NEW]	H	<ul style="list-style-type: none"> DSLs and/or pastoral staff have been provided more/sufficient time (especially in September), to help them provide support to staff and children (and liaison with external organisations including school nurses), regarding any new safeguarding and welfare concerns 	Y	<ul style="list-style-type: none"> DSLs and inclusion team to work together to ensure that cases are shared between the team Ensure that the HSLW has sufficient time to ensure the safeguarding duties are met Possible that HSLW works more hours to fulfil role 	M
2.6 Medical rooms					
(a) Medical rooms are not adequately equipped or configured to maintain infection control [REVISED]	L	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms (2m distance). Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged and/or an area which is at least 2 metres away from other people Ideally, a window should be opened for ventilation Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets, with standard cleaning products/normal household disinfectant/bleach. Staff are trained on PPE equipment (where 2m social distancing cannot be maintained) as a minimum the GEP PPE posters are displayed in the medical room 	Y	<ul style="list-style-type: none"> Office to be turned into an isolation area if required Staff to have training on the use of PPE in our staff meeting (17.05.20) 	M
(b) Staff/pupils do not adequately take care of themselves following interaction with possibly COVID-19 infected individual [NEW]	M	<ul style="list-style-type: none"> Staff/pupils wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell with COVID-19 symptoms. Staff assisting someone with symptoms and pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves 	Y	<ul style="list-style-type: none"> All staff aware of the latest guidance and any updates 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
(c) Medical assistance is not appropriately called upon when COVID-19 symptoms are involved [NEW]	M	<ul style="list-style-type: none"> Medical/first aid staff are aware that COVID-19 suspected cases should not visit the GP, pharmacy, urgent care centre or a hospital Staff continue to call 999 if someone is seriously ill or injured or their life is at risk, and ideally make relevant parties of potential COVID-19 symptoms. 	Y	<ul style="list-style-type: none"> Staff aware of this protocol and follow the procedure 	
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	L	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated, with this risk assessment published. Parent and pupil handbooks updated if relevant 	Y	<ul style="list-style-type: none"> Regular updates to all families written at least weekly Relevant links to guidance and websites also shared with families COVID-19 area on school website, which lists all key information + FAQs 	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	L	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	Y	<ul style="list-style-type: none"> Weekly updates sent out to all parents/carers 	L
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	L	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	Y	<ul style="list-style-type: none"> PPE purchased Staff to be trained in use of PPE and when and how to use it (20.05.20) Staff reminded on the importance of hygiene and handwashing 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
3. Maximising social distancing measures and bubble group integrity					
3.1 Pupil behaviour					
(a) Pupils' behaviour on return to school does not comply with prevention controls [REVISED]	M	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing, reduced contacts and hygiene is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social contact/distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are staggered and structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include rewards and sanctions (including exclusion), as appropriate re compliance with social distancing and hygiene; this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of bubble groups and social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of minimising contact, social distancing and hygiene. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. 	Y	<ul style="list-style-type: none"> • Staff training ahead of opening to focus on our Sandfield risk assessment and the importance of social distances and working in consistent bubble groups • All staff to have clarity on every aspect of our risk assessment • Monitoring of our risk assessment daily and any breaches identified and discussed and reviewed where necessary • Staff behaviour policy updated and shared with staff • EYFS/Yr 1 pupils are clear on the expectation of social distancing in their context – enhanced hygiene procedure (hand washing + use of hand sanitiser) 	L
(b) Communications are not received or understood by pupils e.g. those with complex needs [NEW]	M	<ul style="list-style-type: none"> • The schools has adapted communications for pupils with complex needs e.g. through use of social stories; preparation and repetition of routines 	Y	<ul style="list-style-type: none"> • SENCO/Inclusion team/classteachers to work with pupils and families through different means to support understanding of new expectations 	L
(c) Exclusion is inappropriately used [NEW]	M	<ul style="list-style-type: none"> • Permanent exclusion is only be used as a last resort. • Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. • Any disciplinary exclusion of a pupil, even for short periods of time, is consistent with the relevant legislation. • The school does not off-roll: pressure a parent to remove their child from the school (including to home educate their child). 	Y	<ul style="list-style-type: none"> • School leaders understand this protocol and work with families/child and outside agencies to support improvements in behaviour 	L
3.2 Classrooms and teaching spaces					
(a) The size and configuration of classrooms and teaching spaces does	LOW	<ul style="list-style-type: none"> • Home base arrangements in place. ('bubbles' of children based in classes) 	Y	<ul style="list-style-type: none"> • Classrooms all laid out with desks forward facing (except year R + 1) 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
not consider possible social distancing measures [REVISED]		<ul style="list-style-type: none"> Seating arrangements have been revised where possible (where space/teaching allows) to reduce face-to-face contact: e.g. facing forwards in rows rather than face-to-face. Any furniture not in use has been removed from classrooms and teaching spaces. Outside spaces are considered for teaching, as a possible alternative. 		<ul style="list-style-type: none"> 30 pupils in each class All spare furniture removed and stored Use of outside space timetabled for each bubble group 	
3.3 Movement in corridors					
(a) Social distancing guidance is breached when pupils circulate in corridors	L	<ul style="list-style-type: none"> Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. Lesson change overs are staggered to avoid overcrowding. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. 	Y	<ul style="list-style-type: none"> Circulation and on-way systems in place and will be reviewed where necessary Tables set out in KS2, define the passage of movement within the building. Arrows on floor remind all of direction. Clear signage for exits and entrances visible Bubble group timetable to ensure staggering of outside space for lessons, breaks and lunch All pupils to be fully briefed and information sent home beforehand All rotas and supervision are in place and individuals assigned accordingly. 	L
3.4 Break times					
(a) Pupils may not observe social distancing at break times	L	<ul style="list-style-type: none"> Break times are staggered External areas are designated for different groups. Pupils are reminded about social distancing as break times begin. Social distancing signage is in place around the school and in key areas. Supervision levels have been enhanced, especially with younger pupils, to support social distancing. Outdoor equipment is only used where it can be cleaned between groups of children and not used simultaneously by groups. 	Y	<ul style="list-style-type: none"> Whole school timetable for each bubble group (KS1, year 3 + 4, years 5 + 6 year in place for break and lunchtime, either at different times of different zones in the playground Social distancing signage in place in playground Good level of supervision outside to support social distancing Outdoor equipment to be cleaned after regularly with disinfectant spray 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)											
3.5 Lunch times																
<p>(a) Pupils may not observe social distancing at lunch times</p>	M	<ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch. 	Y	<table border="1" data-bbox="1624 347 1809 654"> <thead> <tr> <th>Lunch</th> </tr> </thead> <tbody> <tr> <td>11:30 – 12:30</td> </tr> <tr> <td>11:30 – Yr R</td> </tr> <tr> <td>11:40 – Yr 1</td> </tr> <tr> <td>11:50 – Yr 2</td> </tr> <tr> <td>Hall 12:30</td> </tr> <tr> <td>12:30 – 1:30</td> </tr> <tr> <td>Yr 3 – 12:30</td> </tr> <tr> <td>Yr 4 – 12:30</td> </tr> <tr> <td>Yr 5 – 1:00</td> </tr> <tr> <td>Yr 6 – 1:00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • All pupils to eat in the hall either a hot meal or their packed lunch • Staggered times given to each bubble group and class • All KS1 to eat in hall seated on designated tables (3 long tables of 30) • Cleaned at the end of KS1 • KS2 – all eat in the hall on designated tables and at their set time <p>JANUARY CLOSURE PHASE BUBBLES TO HAVE STAGGERED BREAK TIMES AND LUNCH TIME</p> <p>KS1 BUBBLE TO HAVE LUNCH AT 12.15 AND REMAIN IN HALL UNTILL 12.45 WITH KS2 IN THE HALL FROM 12.45 UNTIL 1.15</p> <p>ALL CHILDREN TO REMAIN IN THE SAME SEATS ON THE SAME DESIGNATED TABLES EACH DAY</p> <p>TABLES AND BENCHES TO BE CLEANED BETWEEN EACH BUBBLE LUNCH TIME AND</p>	Lunch	11:30 – 12:30	11:30 – Yr R	11:40 – Yr 1	11:50 – Yr 2	Hall 12:30	12:30 – 1:30	Yr 3 – 12:30	Yr 4 – 12:30	Yr 5 – 1:00	Yr 6 – 1:00	L
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
				CLEANED AGAIN AT END OF LUNCH	
3.6 Toilets					
(a) Queues for toilets and handwashing risk non-compliance with social distancing measures	M	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Propping open main toilet entrance where possible. • Pupils know that they can only use the toilet one at a time (unless the toilet has been assessed as able to receive a greater capacity and this is clearly marked). • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	<ul style="list-style-type: none"> • System devised to ensure only one pupil at time is in the toilet – use of white boards • Staggered break times and lunch times will support the use of the toilets throughout the day • Cleaners/NO to ensure all toilets are cleaned regular throughout the day • NO to monitor soap, paper towels throughout the day and ensure that bins are emptied regularly 	L
(b) Toilets are not cleaned on a regular (at least daily) basis, including frequently touched surfaces [NEW]	M	<ul style="list-style-type: none"> • Daily cleaning schedules (and supply checks) are maintained for toilet blocks, visible to all. 	In place for September	<ul style="list-style-type: none"> • TC/NO to place daily cleaning schedules in toilets 	L
3.7 Medical Rooms					
(a) The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y	<ul style="list-style-type: none"> • Office in KS1 to be turned into an isolation area if required • Staff to have training on the use of PPE in our staff meeting ahead of opening • NO/NN to organise a disinfectant clean or deep clean of room after use 	L
3.8 Reception area					
(a) Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	L	<ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. 	Y	<ul style="list-style-type: none"> • No parents to enter school building unless pre-arranged • Screening set up around front desk • Disclaimer signed by all visitors • Hand sanitiser on front desk for all visitors to use 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
3.9 Arrival and departure from school					
(a) Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	L	<ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Y	<ul style="list-style-type: none"> KS1 entry 8:45 – depart 3:15 KS2 entry 8:30 – depart 3:00 Use of different gates to create a one-way system (as before) Children go straight into class – no adults to remain in playground Arrows and signs remain in place to signpost one-way systems 	L
3.10 Transport					
(a) The use of public and school transport by pupils poses risks in terms of social distancing		<ul style="list-style-type: none"> Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. 	N/A	<ul style="list-style-type: none"> 	
3.11 Staff areas					
(a) The configuration of staff rooms and offices makes compliance with social distancing measures problematic	L	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. 	In September	<ul style="list-style-type: none"> Furniture and chairs spaced apart in alignment with social distancing KS2 STAFF TO USE THE STAFFROOM FOR BREAK AND LUNCH, WIPING DOWN AREA THEY HAVE USED KS1 STAFF TO HAVE BREAK AND LUNCH IN LIBRARY AREA OR IN OWN CLASSROOM. FACILITIES SET UP IN KS1 OFFICE SUCH AS FRIDGE, KETTLE 	L
3.12 Large gatherings					
(a) Staff and pupil organised gatherings are greater than planned bubble group sizes [NEW]	L	<ul style="list-style-type: none"> Assemblies and collective gatherings do not exceed bubble groups Staff meetings and training sessions are organised so staff bubble groups retain 2m social distancing; virtual alternatives are considered. Schools keep up-to-date with guidance on community gatherings (currently maximum of 30) 	Y	<ul style="list-style-type: none"> Assemblies with bubble groups only in the hall ALL STAFF MEETINGS REVERTING TO ZOOM AS OF 2ND NOVEMBER UNTIL 2ND DECEMBER 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none"> ALL STAFF ENCOURAGED TO LEAVE SCHOOL SITE BY 4.30PM WHERE MEETINGS TAKE PLACE BETWEEN PEOPLE FROM DIFFERENT BUBBLES, GOOD ROOM VENTILATION AND A 2M DISTANCE MUST BE MAINTAINED (OR 1-2M WITH FACE COVERING). ANYTHING LESS THAN THIS FOR 15+MINUTES WILL RESULT IN SELF ISOLTATION IF YOUR COLLEAGUE/PUPUL TESTS POSITIVE 	

4. Continuing enhanced protection for children and staff with underlying health conditions

4.1 Pupils with underlying health issues

(a) Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them [REVISED]	M	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies relation to people who, in July 2020, were classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. Consider 1st August and evolving guidance on vulnerable people. 	Y	<ul style="list-style-type: none"> Inclusion team to make contact with vulnerable families before September, discussions include medical needs of family and well being Written medical evidence of shielding or self-isolation 	L
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4.2 Staff with underlying health issues

Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them [REVISED]	M	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. 	Y	<ul style="list-style-type: none"> School leaders to make contact with vulnerable families before September, discussions include medical needs of family and well being Written medical evidence of shielding or self-isolation 	L
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	□ Further action ◆ comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Staff are clear about the definitions and associated mitigating strategies relation to people who, in July 2020, were classed as clinically vulnerable and clinically extremely vulnerable. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied. • Consider 1st August and evolving guidance on vulnerable people 			
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general [REVISED]	M	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided. Schools consider the benefits of educational psychologists, social workers, and counsellors, within budgets available. • Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils with SEND. 	Y	<ul style="list-style-type: none"> • Inclusion team (DSLs, HSLW and SENCO) available to work with pupils to support mental health • Inclusion team to liaise with outside agencies if appropriate • Continue to embed recovery curriculum • PSHE key feature in our recovery curriculum 	L
Pastoral support is not applied to assist well-being [NEW]	M	<ul style="list-style-type: none"> • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing • Provide more focused pastoral support, as appropriate, where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible • Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. 	Y	<ul style="list-style-type: none"> • All class teachers to continue to use the recovery curriculum in September • Transition days for all year groups and new intake has supported children's return • Staff aware of those children who did not engage in this and to offer extra support • Class teachers to refer to inclusion team if required to support pupils struggling 	L
Multi-agency approach to well-being [NEW]	M	<ul style="list-style-type: none"> • Schools and school nurses will work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. 	Y	<ul style="list-style-type: none"> • School to support the delivery of the healthy child programme • HSLW to be key contact 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action comments	Residual risk rating (H/M/L)
5.2 Mental health concerns – staff					
(a) The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Y	<ul style="list-style-type: none"> HSLW has shared very helpful resources to staff Wellbeing of staff conversations weekly in SLT meeting OH support offered to vulnerable members of staff if required 	L
(b) Working from home can adversely affect mental health	M	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. 	Y	<ul style="list-style-type: none"> Inclusion team to speak regularly to more vulnerable members of staff who are working remotely from home (currently all staff intend to work on site inn September) 	L
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family [REVISED]	M	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. GEP Bereavement Policy followed 	Y	<ul style="list-style-type: none"> HSLW – who has devised a bereavement guidance to support staff and families HSLW to share this approach with all staff 	L
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					
(a) Educational provision for all pupils with a broad and balanced curriculum, including caring for those with SEND that should not be based on a rota system [NEW]	M	<ul style="list-style-type: none"> Curriculum that is offered is broad and balanced All pupils attend, including those with complex needs, SEND and part-time dual registered Assessments have been conducted for SEND pupils 	Y	<p>During staff meeting (14.07.20) expectation shared on the need for all phase groups to offer a full, broad and balanced curriculum. English and Maths led shared expectations of what this will look like in the first half term back.</p> <p>Outline shared with all staff on the first 7 days - recovery curriculum + creating a learning buzz and then each phase group to be on time table for all subjects.</p> <ul style="list-style-type: none"> Subjects leads will be given time in the autumn term to align and 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
				refresh their expectation for their subjects delivery in light of changes to ensure learning gaps our filled. <ul style="list-style-type: none"> Attendance is carefully monitored for ALL pupils and support from the inclusion team for those families struggling to return full time One page profiles of each child on the SEND register has been completed on “how to help me,” and shared with new teacher 	
7. Operational issues					
7.1 Review of fire procedures					
(a) Fire procedures are not appropriate to cover new arrangements [REVISED]	L	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing/bubble integrity rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Y	<ul style="list-style-type: none"> Tom Carrol to review our fire plan and muster points Practice with children a fire drill with social distancing Recap procedures with staff to ensure all are clear with new plan All staff completed online fire safety course (May) 	L
(b) Fire evacuation drills - unable to apply social distancing effectively	L	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing/group bubble integrity measures. 	Y	<ul style="list-style-type: none"> New markings on playground ensure social distancing between bubbles Recap procedures with staff to ensure all are clear with new plan 	L
(c) Fire marshals absent due to self-isolation	L	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	<ul style="list-style-type: none"> All staff trained on fire safety – deputies assigned to role Information shared with staff 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
7.2 Managing premises on reopening after lengthy closure					
(a) All systems may not be operational	L	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y	<ul style="list-style-type: none"> Tom C to review Sandfield site in line with government guidance to ensure all systems are in place 	L
(b) Statutory compliance has not been completed due to the availability of contractors during lockdown	L	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	<ul style="list-style-type: none"> All compliant – checked by Tom C 	L
7.3 Visitors attending site					
(a) Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	L	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	Y	<ul style="list-style-type: none"> Limit the external visitors/contractors to outside school hours If essential, NO/TC to supervise and ensure social distancing is maintained All visitors to sign disclaimer and follow hygiene protocol alongside the guidance in relation to the wearing of face masks. 	L
(b) Visitors in reception area risk of Covid19 transmission [REVISED]	L	<ul style="list-style-type: none"> Create physical barriers to ensure social distancing between staff and visitors Have signs up displaying the maximum number of visitors and/or social distancing reminders Visitors are encouraged to attend by appointment only 	Y	<ul style="list-style-type: none"> Screen in place in reception External visitors to school extremely limited No parents to access school building without prior arrangement Social distancing signage displayed All visitors to sign disclaimer and follow hygiene protocol 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
(c) External people necessary for curriculum, SEND, extended services provisions, or wider charitable activity do not adhere to social distancing. [NEW]	L	<ul style="list-style-type: none"> External people (such as professional service organisations, curriculum consultants, coaches, extended service/club providers, supply teachers, peripatetic teachers, nurses, volunteers, specialists, therapists, clinicians and other support staff for pupils with SEND) are inducted in the key messages of school risk assessment including the need to maintain a 2m social distance, and/or use of appropriate PPE 	Y	<ul style="list-style-type: none"> All visitors to sign disclaimer and follow hygiene protocol If concerns are raised, HT to speak to person involved 	L
(d) Records are not consistently kept of who has attended site to allow track and trace to be effective [NEW]	M	<ul style="list-style-type: none"> The school has ensured that all visitors and staff have a means to sign in, irrespective of the time of day Sign-in areas have available information on key messages from risk assessment, as well as hand hygiene station Visitors are encouraged to report, on sign-out, any 'close contacts' they have had during their visit.; staff report the same in terms of bubble integrity. 	Y	<ul style="list-style-type: none"> All visitors and staff sign in and out with timings All visitors to leave contact details 	L
7.4 Recruitment					
(a) Recruitment checks are not compliant with changing guidelines and legislation [NEW]	L	<ul style="list-style-type: none"> During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. From the start of the autumn term checks will revert to being carried out in person. 	Y	<ul style="list-style-type: none"> All staff in place for September 	L
7.5 Catering					
(a) Full catering service is not provided [NEW]	H	<ul style="list-style-type: none"> Caterers are onsite, providing lunch service to all pupils (and staff), as appropriate Catering service complies with guidance for food business on coronavirus, as per assurance visit(s) from GEP Estates Manager Provision is made for payment via means other than finger scanning (if surfaces are not wiped between customers) 	September start 07.09.20	<ul style="list-style-type: none"> Hall used for lunchtimes on a year group rotation, with tables cleaned in between each different group of children HT to liaise with Richard W and Aspens to ensure enhanced hygiene regimes 	M
7.6 Extended Services / Clubs					
(a) Resuming extended services and clubs undermines the school-day social contacts/distancing measures[NEW]	H	<ul style="list-style-type: none"> Schools provide in-house (before/after) school clubs, considering the guidelines Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Before any external provider offers onsite service, local school leaders review external provider risk assessment, to provide assurance that COVID-secure measures are in place Procedures are defined and/or information on key messages from risk assessment are shared, to ensure that the provider does not undermine the school's measures. Parents are advised that limiting the number of clubs/wraparound care providers helps reduce risk of infection. Where 	September start 07.09.20	<ul style="list-style-type: none"> Headteacher has shared a protocol with lettings providers; covers ways of working (keeping children in their bubble groups and enhanced hygiene protocol) All letting providers to meet with headteacher in advance of starting their club/ letting All lettings complete a risk assessment (provided by GEP) 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
		possible, schools carefully consider how they can maintain their group bubbles with such provision or use small consistent groups. Contact sports do not take place at such provisions		which is signed off by the headteacher <ul style="list-style-type: none"> • WRAP AROUND CARE TO CONTINUE DURING NOVEMBER LOCKDOWN • AFTERSCHOOL CLUBS INCLUDING BOOGIE PUMPS AND ARTS AND CRAFTS TO BE CANCELLED UNTIL 2ND DECEMBER • WRAP AROUND CARE TO CONTINUE DURING JANUARY 2021 LOCKDOWN TO ENSURE CRITICAL WORKERS CAN GET TO WORK • CHILDREN IN WRAP AROUND CARE WILL BE SEATED IN THEIR EXISTING BUBBLES AND WILL HAVE THE SAME SEAT EACH TIME • SANDFIELD WILL NOT BE HIRING OUT THE PREMISES TO ANY EXTERNAL ORGANISATIONS DURING 2021 LOCKDOWN PERIOD 	
7.7 Lettings					
(a) Resuming lettings undermines the school's measures to minimise risk [NEW]	H	<ul style="list-style-type: none"> • Local school leaders review external provider risk assessment to provide assurance that COVID-secure measures are in place before any club starts up. 	In September	<ul style="list-style-type: none"> • GEP heads meeting to discuss protocols schools have written to share good practice 	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	Further action ♦ comments	Residual risk rating (H/M/L)
8. Finance					
8.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	L	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • GEP finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared. 	Y	<ul style="list-style-type: none"> • SBM has reviewed school budget and costs to be claimed back from COVID-19 – use of external provider (S4K) during holiday times 	L
9. Governance					
9.1 Oversight of the governing body					
Lack of Trustee / Governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> • The governing committees continue to meet regularly via online platforms. • The governing committees' agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The CEO/Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Trustees / Governors and those Trustees / governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Y	<ul style="list-style-type: none"> • GLAC has regular meetings scheduled for the next academic year – either on Zoom or face to face, as guidance changes • Financial position, budgets, staffing and school re-opening risk assessment discussed 	L
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ◆ comments	Residual risk rating (H/M/L)
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